ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 7/23/65	DATE RECEIVED

A. PUBLICATION DATA

ERIC ACCESSION NUMBER: ED001071

2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Mobilization for Youth, Inc.

5. TITLE OF DOCUMENT ABSTRACTED:
Synopsis of Selected Programs - Fiscal Year 1965-1966

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Mobilization for Youth, Inc.
ST 214 East 2nd Street
CITY New York, NY 10009
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Mobilization for Youth, Inc.
214 E. 2nd St., New York, New York

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	June 1965	19

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR

16. INDEXING TERMS (6-12)

laboratory schools	reading centers	enrichment program	student motivation
culturally deprived	reading clinics	homework helpers	field trips
curriculum planning	early admissions	guidance counseling	special schools
		summer schools	

17. ABSTRACT (MAX. 250 WORDS)

The laboratory school provided experiences for teachers working with lower-class groups and encouraged the use of local facilities for research and experimentation. A staff of fifteen, operates a curriculum center to aid school personnel in curriculum planning and material procurment. In addition the center produces instructional units and teacher guides with assisting materials. A reading center seeks to develop teaching skills of teachers in moderately retarded classes. A reading clinic attempts to locate and develop techniques and materials to be used in elementary and junior high schools. Enriched educational experiences are provided for 117 pre-kindergarten through first grade children. Elementary school pupils are helped in after-school homework sessions using paid high school students as tutors. Absenteeism is reduced by special guidance counselors who seek out the causes of absenteeism. Summer help for children retarded in their school work is given in classes, reading clinics and tutorial help. A projected program would seek to motivate students through special counselors, teaching services, Saturday and after-school enrichment programs, trips, scholarships, parent workshops, and motivational training classes. A demonstration pre-school program for a racially, economically, and linguistically mixed group is to be set up. It will use the Montessori method of instruction.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

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MOBILIZATION FOR YOUTH, INC.
214 East Second Street
New York, New York 10009

SYNOPSIS OF SELECTED PROGRAMS
fiscal year 1965-1966

June 1965

ED001071

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Mobilization for Youth, Inc.

Name of Program: Laboratory School

Date of Initiation: September 1962

Date of Termination: Continuing

Administrative Unit: World of Education

Personnel Assigned:

Who is head of program. Albert R. Deering, Supervisor Laboratory School

To Whom is he responsible? Abraham J. Tannenbaum, Coordinator of Education

Purpose: To help prospective teachers develop, through laboratory school experiences, those understandings, attitudes and skills deemed essential for effective work with lower-class, largely minority-group pupils; and to encourage the use of local school facilities for research and experimentation relating to the education of the disadvantaged children and youth.

Method: One elementary and one junior high school designated by public school authorities as "laboratory schools" are made available for this program. Cooperating teachers (i.e., instructor-supervisor) are selected from lists prepared by principals. Student teachers are assigned by cooperating colleges and universities, with the understanding that those participating will subsequently accept teaching positions in the area.

In-school experiences of student teachers include observation, participation and supervised teaching in schools where they encounter the whole range of problems involved in teaching in depressed areas. The cooperating teachers are paid by Mobilization for Youth to spend two hours each week, following the school day, in consultation with student teachers.

After-school programs include workshop discussions, field trips, participation in non-school community activities, special curriculum development, and related projects, and demonstration lessons and discussions on the teaching of arithmetic and reading.

Laboratory School

Program Direction: Future plans call for separating the teacher training from the research aspects of the program. Both would be expanded, with full-time supervisors responsible for each. The Supervisor of Teacher Training would direct the School-Community Relations Pre-Service, and Improvement of Language Arts programs. The Pre-Service Program should be expanded to involve all local schools, and build upon the experiences gained by Teachers College Teaching Corps., the current Seminar Practicisms for Cooperating Teachers, and the Project Beacon Program.

The research staff will assume full responsibility for conceptualizing and conducting curriculum research that grows out of every MFY education program. All local schools will participate cooperatively in assessing new methodology and material to improve school performance among local pupils.

Mobilization for Youth, Inc.

Name of Program: Curriculum Planning

Date of Initiation: Fall 1962

Date of Termination: Continuing

Administrative Unit: World of Education

Personnel Assigned:

Who is head of program? Lawrence Brody, Coordinator, Curriculum Center; S. Alan Cohen, Coordinator, Materials Department
To whom is he responsible? Harry Passow, Consultant
How many people work in program? 6 Curriculum Coordinators
1 Full-time Librarian
7 Materials Development Specialists

Purpose: To develop acceptance by the school's personnel of the need for change by demonstrated help with their currently expressed needs; to stimulate the beginnings of change not before perceived as needed by the school's personnel; to define other changes needed but not priorly overt; to develop structures and processes for long-range work; and to conduct ongoing evaluation as a cyclic lead-in to each of the stated purposes.

Method: Curriculum coordinators work with eleven schools in the MFY area, assisting teachers in planning vital curricular experiences. They encourage teachers to identify special learning needs of their pupils, and help teachers to adapt relevant curriculum developments from other areas to local conditions in order to enhance pupil success as a means of reducing alienation of pupils from the school.

An important part of the program is carried on through the Curriculum Center which includes a collection of wide-range professional literature relating to education in depressed areas, books on the history and culture of minority groups represented in the area, new and improved readers for children, educational films, and other audio-visual materials and bibliographies.

Curriculum Planning

In addition, there are Mobilization-produced (Material Development Unit) instructional units and teaching guides, together with other materials designed to help teachers deal with the emotional and cognitive learning problems known to be prevalent among pupils in the local schools. The staff concentrates on developing and organizing materials for early childhood language arts instruction, social studies for upper elementary and junior high school grades, and reading instruction for functionally illiterate school dropouts.

Number Served: Eleven schools visited two days a week by the Curriculum Coordinators.

Program Direction: Development and implementation of an evaluative design so that reliable conclusions can be extracted as guides to future action is suggested as part of the new program year. In addition, it is proposed that a means be provided of gaining access to a sample of 50 MFY area teachers in five schools for a series of systematically planned regularly scheduled training workshops each week for the school year 1965-66.

Consideration should also be given to assessing new instructional materials developed and assembled by the Materials Development Unit.

Name of Program: Reading Centers

Date of Initiation: Fall 1962

Date of Termination: Continuing

Administrative Unit: World of Education

Personnel Assigned:

Who is head of program? Bernard Siegel, Supervisor, Reading Center

To whom is he responsible? S. Alan Cohen, Director of Reading Center

How many people work in program? 8 Mobilization Reading Teachers

Purpose: To test the development of special skills and materials for remediation of moderately retarded children, and to improve the instructional skills of large numbers of teachers. The emphasis of the program is on specific perceptual weaknesses associated with reading retardation.

Method: A Mobilization Reading Teacher is assigned to a specific school where students are selected for participation in small groups in consultation or on recommendation of school teacher and/or guidance counselor. Specific reading difficulties of the individual child are diagnosed, materials are matched to individual needs, and the student is guided in the learning process. The reading specialist evaluates the outcome and attempts to teach pupils how to teach themselves.

In addition, Mobilization Reading Teachers provide equipment in reading centers set up in the particular schools for use in training teachers to improve reading instruction. To this end the Mobilization Reading Teacher assists the teachers in informal conferences, by disseminating information, giving instructional materials, and suggesting techniques for improving reading instruction.

Number Served: Aggregate enrollment in eight schools of 96 children.

Reading Centers

Program Directions: The emphasis for the next program year will be on the spread of materials and know-how among teachers in MRT schools in order to reach more children. The Mobilization Reading Teachers will remain on a lesser load schedule so that they will be available for special training, testing programs, etc.

In addition, a plan has been devised for the placement of skill stations in upper elementary grades and in junior high schools by September 1965. The skill stations will consist of a team of three teachers at a given grade level - one classroom will emphasize study skills; the second comprehensive skills; and the third word attack skills. Children from three classrooms will be directed to the appropriate station depending on the nature of the specific remediation planned for them.

Name of Program: Reading Clinic

Date of Initiation: Elementary School - Fall 1963
Junior High School - Fall 1962

Date of Termination: Continuing

Administrative Unit: World of Education

Personnel Assigned:

Who is head of program? Dr. Anna Harris, Supervisor (Elementary Clinic); Mrs. Marilyn Gibbons, Supervisor (Junior High School Clinic)

To whom are they responsible? Dr. Abraham J. Tannenbaum, Supervisor

How many people work in program? 4 trained reading clinicians, and a psychiatric social worker in each clinic. School psychologist works part-time with both clinics.

Purpose: To develop and locate instructional techniques and materials that can be used successfully with children in the elementary and junior high schools in the MFY area; to experiment with varying techniques and materials; to design appropriate logistics for spreading services widely in order to accommodate the great number of children who need special help; and to develop techniques that can be transferred to the classroom situation.

Method: Elementary - The clinic this year is working with 24 first graders identified by kindergarten teachers and by objective predictive measures as potential severe retardates in reading. The children come to clinic in groups of four and receive three half-hour instructional sessions per week, with emphasis in problem solving at the verbal level. The plan includes the development of a sequential skill training program, and the use of selected various commercially prepared materials which are being tested for adaptability for classroom use.

In addition, 112 severe retardates receive intensive small group instruction from trained clinicians, along with other helping services from the staff psychologist and social worker.

Reading Clinic

Junior High - Pupils are selected for clinic sessions by Clinic staff from nominees sent by junior high school principals. Criteria for eligibility include residence in the MFY area, reasonable expectation of regular attendance, freedom from limiting physical disabilities and behavior problems, ability to understand spoken English reasonably well, minimum retardation of two or three years.

Preference is given to participants in the summer clinic program recommended by staff for further instruction. The clinicians work with groups of four, except where individual instruction is indicated. Progress is checked on the basis of pre and post testing.

In addition, 81 severe retardates are receiving special instruction in a program designed to improve their problem-solving skills, and thereby their reading comprehension scores.

Number Served: Elementary - 24 first graders, 112 middle and upper graders

Junior High School - 140

Program Direction: Expansion and replication of early intervention program (48 first graders) is envisioned for next program year. Plans for next year also include intensive treatment with third grade non-readers, using programmed techniques and/or materials that have application to the classroom to facilitate learning. The purpose will be to explore the usefulness of selected new instructional materials in working with severely retarded low status children. The major referrals from the middle grades will be restricted to children in danger of being forced to repeat an elementary grade.

Plans for the next program year also include replication of previous problem solving skills instruction at the verbal level and testing in both clinics and school classroom; adaptation for classroom use of sequential reading skill program with Junior High School students, with special effort directed to underachievers to raise their educational sights.

Mobilization for Youth, Inc.

Name of Program: Early Childhood

Date of Initiation: Fall 1962

Date of Termination: Continuing

Administrative Unit: World of Education

Personnel Assigned:

Who is head of program? Adele Davidson, Supervisor Pre-School and Early Childhood
To whom is she responsible? Abraham J. Tannenbaum, Coordinator of Education
How many people work in program? 2 teachers

Purpose: Early intervention with enriched educational experiences to forestall later retardation and frustration among socially disadvantaged children.

Method: Parents contact principals of P.S. 4 and 117 for interview; inquiry directed to Supervisor of program. Children selected for participation must be four years old and must reside in Mobilization area, with preference given to families in other MFY programs.

Classes of 15 children meet weekdays for two hours, either in the morning or the afternoon session. Parents of the participating children are actively involved with children. The emphasis of the program is on the development of language concepts and includes recreational activities as well as trips.

Twenty kindergarten and twenty first grade teachers participate in one or more of the MFY Early Childhood projects. As participants, the classroom teachers demonstrate or experiment with special instructional materials provided by Mobilization, and participate in staff training designed for their special work.

Program Direction: Identification of at least 46 classrooms involving six pre-kindergarten, 20 kindergarten and 20 first grade teachers as program targets, with extension and expansion of MFY Early Childhood programs is planned. Training experience

will include workshops in special resource rooms, fully equipped with materials being demonstrated.

Two classrooms will experiment with ungraded pre-primary instruction in which five year olds having previous kindergarten experience will be combined with a newly admitted four-year old group. Class will remain together for two years with another group of four-year olds admitted for second year. At the end of two years, some six year olds will go into first grade; while others remain with the group for another year before entering the first grade. The objective will be to establish a pattern of grouping for 4, 5 and 6 year olds in an ungraded unit, with each child progressing at his own rate without promotion or retardation. Admission to various grades will be based on performance demonstrated over a period of time that is long enough to enable the child to form good preparatory experiences.

Some of the teachers involved in the MFY Early Childhood program will spend a half-day working with the children and a half-day working with the parents to produce appropriate curriculum material for parent orientation that parallels the child's experience at the pre-school level.

Mobilization for Youth, Inc.

Name of Program: Homework Helper

Date of Initiation: Fall 1962

Date of Termination: Continuing

Administrative Unit: World of Education

Personnel Assigned:

Who is head of program? Albert R. Deering, Supervisor, Homework Helper
To whom is he responsible? Dr. Abraham Tannenbaum, Coordinator of Education
How many people work in program? 12 Master Teachers
250 Tutors

Purpose: To provide individual assistance to elementary pupils in need of help with basic skills, and to bring them in association with youthful models who might enhance their aspirations for success in school. Simultaneously, to encourage and help high school students to remain in school by paying them for their services, to motivate them toward improved academic achievement, and to give them an experience which might lead to a choice of teaching as a career.

Method: Tutors become participants in program operated in eleven centers on recommendation by their schools and with parental consent. Eligibility requirements for tutors are residence in the MFY area, enrollment in tenth through twelfth grade, and reading score indicating no more than two years of reading retardation.

Tutors spend two weeks in systematic training before beginning to tutor and meet weekly with their Master Teachers for continued training throughout the year. They receive $1.50 an hour for individual two-hour sessions with pupils once or twice a week, and $1.00 for training sessions. They meet with pupils on a one-to-one to a three-to-one basis.

Pupils are selected from third through sixth grade from elementary schools in MFY area on recommendation of school personnel with parental consent. Eligibility requirements includes no evidence of severe mental illness or retardation,

Homework Helper

no serious behavior problems and deficiency in reading.

Number Served: 250 Tutors (grades 10-12)
540 Elementary pupils (grades 3-6)

Program Directions: Retention of the essential elements of the program, with testing out of adaptations and modifications is planned. Future directions call for the establishment of a Homework Helper Center at one high school and two junior high schools, with tutors for high school recruited from among college students - both high school and college tutors would serve at junior high school centers. Tutoring emphasis would be on reading and language arts skills but encompassing all of the basic homework subject areas. There would be greater specialization along lines of the skill stations (i.e., team of tutors for emphasis on study skills, comprehensive skills and word attack skills). Development of a "career tutor" program involving tutorial assistance role scholarship counseling and general assistance in choosing teaching as a career, with possible cooperative arrangements with teacher education institutions is also envisioned.

Name of Program: Guidance and Attendance

Date of Initiation: Fall 1962

Date of Termination: Continuing

Administrative Unit: World of Education

Personnel Assigned:

Who is head of program?
Guidance - Regina Weiss, District Supervisor
Attendance - Stanley Berger, District Supervisor, Bureau of Attendance
To whom are they responsible? Board of Education
How many people work in program? 14 elementary guidance counselors
5 attendance teachers

The guidance program is supervised jointly by the Supervisor of Guidance of the Board of Education's Bureau of Educational and Vocational Guidance and the Guidance Coordinator for Districts 1, 2, 3 and 4. Of the 16 Guidance Counselors in each of the 16 elementary schools, 13 are provided by Mobilization for Youth, with an additional Counselor assigned by MFY to the District Office.

Purpose: To reduce short-term and long-term absenteeism in the local schools and to supplement the regular guidance work to local schools and extend it in new directions.

Method: Attendance teachers are school-based and regularly review the rolls of classes with below-average attendance during the previous school period to identify cases of absenteeism. Attendance teachers follow up with interviews of parents and pupils on short-time or intensive basis, consulting with principals, teachers and counselors on an individual and group basis to interpret individual and general attendance problems and clarify official school procedures.

Counselors work intensively in schools with small groups of pupils in grades one to six who present classroom behavior problems, under-achievement, low-level academic motiviation and retardation.

Guidance and Attendance

They undertake to establish rapport, diagnose learning difficulties and motivate children toward improved scholarship achievement. Counselors work closely with attendance teachers, and principals toward the joint purpose of assistance to the pupil in making good school adjustment.

Number Served: 16 elementary and 5 junior high schools

Program Direction: Guidance counselors will work intensively with beginning teachers and with parents in order to improve school behavior and achievement. Attendance teachers will operate in feeding elementary schools in order to forestall truancy patterns in the junior high schools. They will also engage in a large-scale community-wide campaign to improve school attendance and discourage drop-out.

Name of Program: Youth Summer Program

Date of Initiation: Summer 1964

Date of Termination: To be renewed for summer of 1965

Administrative Unit: World of Education

Personnel Assigned:

Who is head of program? Lawrence Brody, Supervisor Education Summer School

To whom is he responsible? Hannah Levin, Assistant Coordinator of Education

How many people work in program? 57 reading clinicians, homework helpers, tutors, administrative supervisors

Purpose: To provide supplementary summer instruction for children retarded in their school work and to provide clarification as to the kind of structure such a program should have.

Method: Last year's program included regular classroom instruction by teachers selected from local year-round schools, reading clinic service, and special tutorial help to local elementary and junior high school pupils. The program was restricted to language arts, with emphasis on reading, listening, and speaking skills and with special efforts to test out new and unconventional instructional materials.

Classes for summer school were held five mornings a week - three hours each morning - with teacher training and pre-class preparation scheduled for the afternoons. The reading clinic classes were held five days a week from 9 a.m. to 5 p.m., with small groups meeting for one-hour sessions. In addition, homework helper tutors worked with 4-5 graders four days a week on a one-to-one basis, and there were special classes for sixth and ninth grade holdovers.

Number Served: Approximately 1,000 local school children received help in the summer session school classes; 600 children were enrolled in the reading clinics; and 25 homework helper tutors worked with 100 children.

Youth Summer Program

Program Direction: Plans for the summer 1965 call for continuation of intensive program restricted to language arts with similar emphasis as in last year's program and with an eye toward further improving the educative process in depressed areas. Sessions to be rescheduled to two hours daily, geared to three ungraded levels, including pupils who are average and slightly below average in ability and attainment in terms of local norms.

There are to be eighteen classrooms, each serving two groups of a maximum of 25 children, with instruction for seven weeks and one week spent on preparation. In recruitment, every effort will be made to get teachers from local schools who plan to continue in the area next year, with preference given to the Mobilization Reading Teachers and Homework Helper Master Teachers.

The Clinic will serve the most severely retarded in two-hour sessions twice a week or one hour sessions four times a week. The highest priority in enrollment will be given to 1965 holdovers in special classes organized as an integral part of the basic skills program, but with lower class registers. The Homework Helper program will be increased to include 100 tutors with small groups of 2-3 pupils two mornings a week from 9 a.m. to 1 p.m., with an additional two hours spent in subsidized training in tutorial skills.

A minimum of two therapists are to be appointed to serve children from the clinics, basic skills and homework helper programs who have difficulty in auditory perception, visual perception and motor development. In addition, two groups of five children will work with the therapist three times per week for one hour each day in a program for kindergarten and/or first graders to demonstrate and test techniques and materials for developing perceptual-motor skills at an early age.

Name of Program: Operation Motivation

Date of Initiation: September 1965

Date of Termination: Continuing

Administrative Unit: World of Education

Personnel Assigned: To be announced

Purpose: The aim of this project is to enhance the self-concept and parental regard for the latent productivity of some culturally-deprived youngsters. The many chances to succeed in situations which open new vistas for the youngsters should upgrade both the motivation to achieve, and perception of one's ability to achieve. Value systems, attitudes, and motivation drives are fixed early in the child's life and are determined in part by the familial and environmental experiences which the child encounters.

Method: The two schools selected for Operation Motivation will be provided with additional counselling and teaching services. The counsellors will be responsible for identifying special aptitudes of pupils through a comprehensive psychometric program aimed at assessing non-intellectual as well as intellectual potential.

Pupils selected for this project will be provided with remedial help in the basic skill areas in accordance with new plans for the Reading Clinic program.

A local high school will be established as an enrichment center for a Saturday and after-school program. The laboratory, art studio, music, language laboratory, and other facilities will be made available for prolonged experiences.

School activities will be supplemented by trips to laboratories, studios, museums, and other places of interest and by opportunities to attend lectures, concerts, plays, and public affairs - all of which are selected because of their close relationship to the on-going program.

Scholarships for participation in programs at various cultural centers will be provided for youngsters who demonstrate promising aptitudes and affinity for such an experience.

Operation Motivation

Parent workshops will accompany the Saturday Enrichment Program. These would focus on bolstering parents' understanding of their childrens' potential and the need for their cooperation at home.

Back in their schools, the youngsters should present demonstrations and exhibits of projects before Assemblies.

The teachers and guidance counsellors in the school will be briefed to complement the enrichment activities with intensive individual and group counselling.

Motivation Training classes would be organized in the schools as part of the program.

A modification of the English schools' "prefect system" will be employed wherein pupils are recognized for their leadership qualities and are given opportunities to serve in prestige leadership capacities.

Program Direction: Since this is a new program, modifications will be developed as necessary after it is launched.

Name of Program: A Demonstration Montessori School

Date of Initiation: September 1965

Date of Termination: Continuing

Administrative Unit: World of Education

Personnel Assigned: To be announced

Purpose: A demonstration of a world renown program designed for children in depressed areas. Special adaptations are planned to accommodate problems of bi-lingualism.

Method: In the first year, 30 three-year-olds will participate; they will continue until entry into the public schools. In the second year, 15 additional three-year-olds will start. In the third year, 15 more will take part. The parents will not only participate, but also supervise the educational program - from paperwork to policy planning. Such parent participation will prepare them to influence the public school constructively when their children enter them later.

The school will be integrated economically, ethnically and culturally. About 15 per cent of the children will come from middle-class families who will pay tuition comparable to the cost of middle-class private schools. The rest will come from families unable to pay tuition because of broken homes and other causes of economic but not necessarily cultural impoverishment. Half of all the children will come from Spanish-speaking homes. Both Spanish and English will be spoken in the school. This will hopefully repair the damage to a Spanish speaking child's self-image caused by our society's rejection of his language and culture. At the same time it will enrich and broaden the lives of children from other cultures.

Program Direction: Since this is a new program, modifications will be developed as necessary after it is launched.